

HANAHAN MIDDLE

5815 Murray Drive
Hanahan, SC 29406

GRADES 6-8 Middle School

ENROLLMENT 523 Students

PRINCIPAL Robin Rogers 843-820-3800

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-899-8602

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	21	17	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

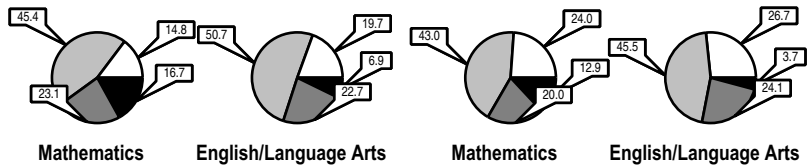
FOR MORE INFORMATION, VISIT WEBSITES AT:




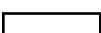
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	146	68
Percent satisfied with learning environment	93.9%	71.0%	82.1%
Percent satisfied with social and physical environment	93.9%	66.9%	73.1%
Percent satisfied with home-school relations	79.4%	77.4%	83.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	497	100.0	19.7	50.7	22.7	6.9	29.6	17.6
Gender								
Male	250	100.0	24.2	52.9	18.3	4.6	22.9	17.6
Female	247	100.0	15.0	48.5	27.3	9.3	36.6	17.6
Racial/Ethnic Group								
White	346	100.0	14.1	52.1	25.2	8.6	33.7	17.6
African-American	128	100.0	32.8	48.7	16.8	1.7	18.5	17.6
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	14	100.0	46.2	30.8	23.1	N/A	23.1	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	442	100.0	15.7	51.6	25.1	7.7	32.8	17.6
Disabled	55	100.0	51.9	44.2	3.8	N/A	3.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	497	100.0	19.7	50.7	22.7	6.9	29.6	17.6
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	490	100.0	19.1	51.0	23.0	6.9	29.9	17.6
Socio-Economic Status								
Subsidized meals	191	100.0	24.9	57.5	16.0	1.7	17.7	17.6
Full-pay meals	306	100.0	16.4	46.5	26.9	10.1	37.1	17.6

Mathematics								
All students	497	100.0	14.8	45.4	23.1	16.7	39.8	15.5
Gender								
Male	250	100.0	12.9	45.4	24.2	17.5	41.7	15.5
Female	247	100.0	16.7	45.4	22.0	15.9	37.9	15.5
Racial/Ethnic Group								
White	346	100.0	10.1	43.9	25.2	20.9	46.0	15.5
African-American	128	100.0	25.2	52.1	16.8	5.9	22.7	15.5
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	14	100.0	38.5	30.8	23.1	7.7	30.8	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	442	100.0	11.8	44.8	25.3	18.1	43.4	15.5
Disabled	55	100.0	38.5	50.0	5.8	5.8	11.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	497	100.0	14.8	45.4	23.1	16.7	39.8	15.5
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	490	100.0	14.3	45.8	23.0	16.9	39.9	15.5
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Full-pay meals	306	100.0	12.2	42.3	23.8	21.7	45.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	145	N/A	9.0	36.6	44.8	9.7	54.5
	Grade 7	137	N/A	17.5	52.6	28.5	1.5	29.9
	Grade 8	173	N/A	15.0	43.4	32.9	8.7	41.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	180	100.0	18.2	45.3	24.7	11.8	36.5
	Grade 7	162	100.0	14.4	54.9	25.5	5.2	30.7
	Grade 8	155	100.0	27.1	52.8	17.4	2.8	20.1

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	145	N/A	17.2	46.2	25.5	11.0	36.6
	Grade 7	137	N/A	19.0	43.8	14.6	22.6	37.2
	Grade 8	173	N/A	17.9	46.2	27.7	8.1	35.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	180	100.0	11.2	41.2	25.3	22.4	47.6
	Grade 7	162	100.0	11.1	39.2	28.1	21.6	49.7
	Grade 8	155	100.0	22.9	56.9	15.3	4.9	20.1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 523)				
Students enrolled in high school credit courses (grades 7 & 8)	21.1%	Down from 26.7%	19.0%	14.4%
Retention rate	2.8%	Down from 4.2%	2.0%	2.3%
Attendance rate	95.1%	Down from 95.6%	95.5%	95.2%
Eligible for gifted and talented	22.5%	Down from 24.0%	18.6%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.0%	Up from 9.6%	13.9%	14.1%
Older than usual for grade	7.3%	Up from 6.5%	3.9%	4.9%
Suspended or expelled	1.1%	Down from 1.4%	1.6%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	45.2%	Up from 44.8%	47.2%	47.1%
Continuing contract teachers	83.9%	Down from 86.2%	88.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.1%	Up from 85.3%	87.1%	84.3%
Teacher attendance rate	96.6%	Up from 95.8%	95.4%	95.0%
Average teacher salary	\$41,241	Up 2.9%	\$40,811	\$39,924
Prof. development days/teacher	8.1 days	Down from 12.7 days	10.6 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio	25.4 to 1	Up from 24.7 to 1	22.8 to 1	21.0 to 1
Prime instructional time	90.9%	Up from 90.7%	89.5%	88.9%
Dollars spent per pupil*	\$5,690	Up 35.7%	\$5,628	\$5,854
Percent spent on teacher salaries*	56.9%	Down from 64.2%	62.2%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.1%	Down from 94.8%	95.4%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hanahan Middle School has had a terrific year! The School Improvement Council, administrators, teachers, and parents continue to stress academic achievement. Learning is the chief priority at HMS, reflected in our PACT scores. Our students' academic achievements continue to be among the best in the state. Some of our many accomplishments include: highest middle school PACT 2002 scores in Berkeley County; 11 winners in PTA Reflections Competition; individual Quest Competition winners; S.C. Band Directors' Association Outstanding Performance Award (19 years straight); 13 Jr. Scholars; 8 Duke TIP Award recipients; Lieutenant Governor's Award for Expository Writing; 100% Student participation in Service Learning projects; and Berkeley Education Foundation Essay winner.

HMS offered Spanish I and Algebra I for high school credit and 8th grade Honors English for a high school elective credit. Seventy-one 8th graders received high school credit for at least one of the above courses.

Our Language Arts department expanded the Latin STEMS program. We continue to emphasize writing across the curriculum. We continued "Teacher Chat" groups to promote writing and conducted writing in-services during faculty meetings. The "Writing Stick" competition was established between the grade levels and special areas, promoting writing in all classes. Our writing lab was utilized throughout the year, averaging 17 classes a week.

We have expanded our SPAWAR "Lunch Buddy" mentoring program and tutoring program to include 6th, 7th, and 8th grade students. In addition, our A-STAR after school tutoring program provided additional academic assistance to over 82 students. Joy Kirk, a 6th grade teacher, was honored as 2002-2003 HMS Teacher of the Year. Susan Clark, Linda Hall, and Jennifer Mitchum received National Board Certification, further validating that "excellence" and "dedication" continue as HMS standards.

We moved into our new addition, which includes a cafeteria, multipurpose room, library, and classrooms. The old section of Hanahan Middle School has also been renovated.

Robin Rogers, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.